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Dr. McKool

ELD 308

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Reading Minilesson Plan

**Grade:** 4

**Time:** 20 minutes

**Standard:**

* RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**Objective:**

* Students will be able to understand verbs and the purpose of them. Students will be able to identify verbs by choosing individual verbs in passages from this selected text.

**Materials:**

* *If You Were An Astronaut,* by Dinah L. Moche, Ph.D.
* Pen or pencil
* Index cards
* Chalk or dry erase marker, depending on chalkboard or dry erase board in the classroom

**Lesson Sequence:**

1. **Lesson Introduction/Anticipatory Set (Engagement) –**

* “Can anyone tell me what type of words we use to describe actions?” I will stimulate a conversation that will hopefully get students thinking about verbs. “Yes, a verb is a word used to describe an action, state, or occurrence. What if our sentences didn’t have verbs? Right, they could be run-ons or fragments and they could also be boring! I like to think of verbs as making a static or motionless structure come to life. What do you think?” I will allow a few students to talk about the importance of verbs and possibly come up with a definition which I will write on the board for everyone to see. “In *If I Were An Astronaut* did anyone notice the verb uses? Raise your hand if you noticed all of the action words.” I will also raise my hand with the students. “I want to take a look *If I Were An Astronaut* and pick out the verbs because I noticed there were a lot of great ones used!”

1. **State Objective and Purpose –**

* “We are going to look at selected passages of this nonfictional text and see how verbs are used and the sentences are constructed. In *If I Were An Astronaut*, there are a lot of verbs to enhance the reading. I want to make sure you are able to understand the purpose of verbs and be able to identify verbs within these passages.”

1. **Teach and Model –**

* “There are so many great parts of the story where verbs are used to enhance the sentences. Right now I want to take some time to look at a part of the story with strong verb use.”
* I will have a piece of paper filled out already with the passage, “Before launch you are strapped in your seat, lying on your back 147 feet up. The three main engines roar. The shuttle jerks and your heart pounds. The two solid rocket boosters fire. The ground trembles and the air cracks. The shuttle shakes a lot. Seconds later it lifts off.” The first 3 verbs will be the only ones underlined at first. I will give out the papers to the students and have a larger copy up front for them to see.

“Everyone take a look at this passage. I underlined three strong verbs the author used. These verbs make the sentences filled with action and description as well. If there were no pictures, I would use these kinds of words to picture the text in my head. Can we take some time to read this passage and then I will underline some more verbs and explain why I am doing so?”

* I will read the passage and underline the rest of the verbs explaining to the students that they are describing more actions.

1. **Guided Practice –**

* I will print out papers for each student to take back to their desk with another passage on it. Only the first 2 verbs will be underlined now as an example for the students. “When you’re in zero g strange things happen to you. You get taller. Blood shifts from your legs to your upper body. That shrinks your thighs and waist, fattens your arms, and puffs your face. It fills your head and stuffs your nose, like a little cold.”
* “I want each of you to go back to your seats once you’ve received a paper and then take some time to read this over. Underline any verbs you find in the passage. The first two are underlined for you. If you need any help, just raise your hand.”
* I will then transition the students from sitting on the carpet to their seats. If students need any help, I will be walking around assisting them. After about five minutes I will allow them to stay seated but go over the paper together. “I will take three students. Can anyone give me another verb to underline and tell me why they think it is a good choice?” I will stick with the three students and collect the papers when we are done going over the passage.

1. **Independent Practice/Assessment –**

* “Boys and girls, you did such a great job with picking out those verbs. I am very impressed. Now I want you to take out your independent reading books and look back at the last few chapters. Choose a passage with some great descriptive verbs in it and write it down just like we have been doing. Underline those verbs and we will go over them with the whole class.” I will then pass out index cards for them to write on. After a few minutes I will make sure everyone is done and go over about three students’ passages.

1. **Closure –**

* “Can anyone give me some examples of verbs that we may have used today?”
* “Why do you think verbs are so important? Do you think Dinah L. Moche did a good job using verbs to enhance the text?”
* “We did a great job today; I can’t wait to see if you use verbs more often in your own writing. I hope now verbs jump off the page for you!”

1. **How will I know the lesson has been successful?**

* You will be able to determine that the lesson is successful if students are able to identify verbs on the worksheet and in their independent reading books by writing them down and underlining them.